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AUTHOR Johnson, Tanya
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ABSTRACT

A description is provided of the development of a course in business communication for office administration majors at Evergreen Valley College (EVC) in California. The steps involved in the development of the course are explained, including: (1) a review of the educational and business literature on business communication; (2) a review of current textbooks; and (3) a survey of two experts in the field who were asked to evaluate the appropriateness of the proposed course's objectives, content, instructional methods, and student evaluation methods for a community college transfer course. EVC's curriculum development procedures were used to design the course listing, general and specific course objectives, methods of instruction, and types of evaluation. Following a 32-item bibliography, appendixes present EVC's instructions for submitting course proposals or changes, a course proposal form, the business communication course outline, a statement of the philosophy of EVC, information on the evaluators, the evaluation instrument and responses, and a list of the textbooks that were examined. (EJV)

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THE DEVELOPMENT AND EVALUATION OF A CURRICULUM DOCUMENT FOR A COURSE IN BUSINESS COMMUNICATION

Curriculum and Program Planning

by

Tanya Johnson, M.A.

Evergreen Valley College

Martha Nawy, Ph.D.

Oakland Cluster

A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

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ABSTRACT

The purpose of this study was to develop and evaluate a curriculum document for a course in business communication that focused on oral communication for office administration majors at Evergreen Valley College (EVC). The business communication literature and current textbooks in business communication were reviewed to determine relevant objectives, content, methods of instruction and types of evaluation for the course. Formative evaluation of the curriculum document was achieved by having two experts in the field of business communication evaluate its appropriateness as a community college transfer course in business communication and to offer suggestions for strengthening the course.

This study resulted in the design of a business communication course based on accepted curriculum principles and EVC's curriculum requirements. As a result of this study, EVC was assisted in its efforts to provide students with a relevant course to help increase their effectiveness in the business environment through improved oral communication performance and in updating the curriculum of the office administration major.

It is recommended that consideration be given to offering a more extensive course to adequately address the oral communication needs of business students. Additionally, regular evaluation should be conducted of the offerings in business communication to maintain the program's relevancy to the business community.

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TABLE OF CONTENTS

	Page
ABSTRACT	ii
LIST OF TABLES	v
INTRODUCTION	1
Problem	1
Purpose	2
BACKGROUND AND SIGNIFICANCE	3
Review of Literature	4
PROCEDURES	7
Limitations	9
Assumptions	10
RESULTS	10
Discussion	18
Implications	18
Recommendations	19
REFERENCES CITED	21

TABLE OF CONTENTS (cont.)

APPENDIXES..... 25

A. OPERATING INSTRUCTIONS FOR SUBMITTING COURSE PROPOSAL/CHANGES TO ALL COLLEGE CURRICULUM COMMITTEE..... 26

B. CURRICULUM COMMITTEE'S FORMAT FOR NEW COURSE PROPOSALS..... 28

C. EVERGREEN VALLEY COLLEGE PHILOSOPHY..... 35

D. EXPERT EVALUATORS' BACKGROUNDS..... 38

E. QUESTIONNAIRE FOR EXPERT EVALUATION OF BUSINESS COMMUNICATION COURSE..... 44

F. BUSINESS COMMUNICATION COURSE OUTLINE..... 47

G. REFERENCES FOR BUSINESS COMMUNICATION TEXTBOOKS EXAMINED FOR COURSE CONTENT..... 50

H. EXPERT EVALUATIONS OF BUSINESS COMMUNICATION COURSE OUTLINE..... 53

LIST OF TABLES

Table		Page
1.	Content of Business Communication Texts 1979-1985	13
2.	Content of Business Communication Texts 1986-1987	14
3.	Expert Evaluators Responses to Questionnaire Items Evaluating Business Communication Course	17

INTRODUCTION

Statement of the Problem

Traditionally, the teaching of business communication has focused on written communication. However, a 1981 review of the literature by Mayer (Blitzstein, 1980/81; Hewing, 1980; Rader & Wunsch, 1980) indicates that extensive surveys of business graduates, business firms, government agencies, and industry associations are emphasizing the need for oral communication skills to be taught to business majors. Harris (1983:1) suggests that with the trend towards more service jobs in the eighties, the importance of oral communication will become even more evident. He believes this is confirmed by the fact that most current books on organizational behavior are now including a discussion of the various aspects of oral communication.

Mayer (1981:1), in his review of the literature to examine the need for oral communication curriculum for business related majors, concluded that there is too much to be done within one course to teach both written and oral communication. He suggested, therefore, that each area should be taught independently. The office administration major at Evergreen Valley College (EVC) did not include a course that focused on oral communication nor was it possible for students to take a business communication course to meet their general education oral communication requirement. Dr. Evangela Vanacore, Provost of Roble Cluster at EVC, requested that updating and revision take place within the

office administration major so that it would include a course in business communication that focused on oral communication. It was her judgment that a course which focuses on oral communication within the business environment is necessary to fully equip those majoring in office adminstration to become effective in the business arena. Additionally, she felt it was appropriate for such a course to meet the general education oral communication requirement as its focus would be oral communication.

Statement of Purpose

The purpose of this study was to develop and evaluate a curriculum document for a course in business communication for office administration majors at Evergreen Valley College (EVC). The business communication literature and current textbooks in business communication were reviewed to determine relevant content for the course.

Formative evaluation of the curriculum document was achieved by having two experts in the field of business communication respond to a questionnaire. The questionnaire was constructed following the principles suggested by Babbie (1983:132-135) of using a Likert scale, relevant questions, short items, clear instructions, having a logical, clear, spread out and uncluttered order, and avoiding double barreled questions, negative items and bias. The evaluators were asked to evaluate the appropriateness of the course's components for a community college transfer course in business communication. These components were: objectives (broad and specific); content; methods of instruction; and, types of evaluation to be used to measure students' achievement. Additionally, the evaluators were asked

to offer suggestions for strengthening the course design. House's (1980:34, 252-254) criteria for establishing expert validity 'amiliarity and experience with business communication, ability to relate the parts of this course to its whole in an integrated manner, and high standards) and teaching experience in both the community college and the university were the criteria used to select the expert evaluators.

The curriculum of the office administration major at EVC did not meet student's oral communication needs as the course that was required focused on written communication to the exclusion of oral communication. As a result of the development of this course, the institution was assisted in its attempt to revise and update the curriculum of its office administration major to better meet student needs. The development of this course was appropriate to the Curriculum and Program Planning seminar as it incorporated sound curriculum development and program planning principles in its design.

BACKGROUND AND SIGNIFICANCE

Evergreen Valley College was established in 1975. It is located in a semi-agricultural area within a densely populated community college district in the eastern foothills of San Jose, California. It serves a multi-ethnic student population whose mean age is 28. Day enrollment accounts for 61-64% of the total student population and evening enrollment for 36-39% (Reichelderfer & Kangas:1986). EVC was the second college formed in the San Jose/Evergreen Community College District and has in common with the other California community colleges the multiple missions of preparing

students for transfer to four year institutions and providing remedial, vocational, and recreational programs. The college grants an A.A. degree in business administration and in office administration. The quality and relevance of its curriculum for both transfer and vocational students are critical for its educational success.

Acquiring proficiency in oral communication for those working in business has been identified as critical by several recent studies. The following review of the literature, including an ERIC search, did not find any studies which suggested that oral communication proficiency is not central to being effective in business.

Review of Literature

A 1982 study (DiSalvo, Dunning, & Homan: 23) which summarized forty-five studies of communication needs in a large variety of organizations concluded that the seven most important skills for one planning to pursue a business or organizational career are listening, writing, oral communication, persuasion, motivation, group problem solving, interviewing, and interpersonal competency. All of these skills, with the exception of writing, are the primary foci of oral communication courses. The study also concluded that "Proficiency in various communication skills is essential, required and expected, is often valued above technical expertise or skills...an important role in promotions." (p. 23)

The Office of Vocational and Adult Education of the U. S. Department of Education (1985) funded development of program standards for business education and instructional standards for information processing. The ensuing study included a comprehensive literature review,

regional conferences, and a mail survey of professional business educators and was "validated nationwide and involved business educators throughout the United States, its territories, and Department of Defense Dependent Schools." (p. 5) The study stated that business courses are undergirded by basic skills which include among others "instruction in creating effective oral and written communication." (p. 13) They suggested that the oral skills should include development of skills in the following areas: effective telephone techniques; researching, developing, and organizing a presentation; effective dictation techniques; participating in group discussions and meetings; correct enunciation and pronunciation; listening skills needed in machine transcription, taking dictation, telecommunicating, comprehending directions, participating in presentations and discussions, and following directions; and, giving clear directions and explanations. (pp 102-104)

Curtis, Winsor, & Stephens (1987) reviewed several studies (Hafer & Hoth, 1983; Hanna, 1978; DiSalvo, 1980; Bensen, 1983; Lindquist, 1985; Bennett, 1985) which suggested that " a liberal arts education that gives particular emphasis to the development of communication skills can serve the undergraduate well in obtaining employment and in advancing to higher levels of responsibility." (p. 5) They then surveyed 275 personnel managers in the greater Kansas City, Missouri area and found that the factor they consider to be the most important in helping graduating college students to obtain employment is oral communication. The factors/skills they ranked as first and second for achieving success in job performance were interpersonal/human relations skills and oral communication skills. Written and interpersonal communication were the courses perceived to be of major importance for entry-level management and the top five

traits/skills were "basically communication skills." (p. 9) They were the ability to: work well with others one-on-one; work well in small groups; gather accurate information from others to make a decision; listen effectively and give counsel; and to give effective feedback (appraisal). The researchers concluded from this survey that "the skills most valued in the contemporary job-entry market are communication skills." (p. 10) These include oral communication, listening, enthusiasm, and written communication.

Peters and Waterman (1982) in analyzing the dimensions of excellence in successful companies state that "The intensity of communications is unmistakable in the excellent companies." McCormack's (1984:xiv) book, written "to fill in the gaps between a business school education and the street knowledge that comes from the day-to-day experience of running a business and managing people," emphasizes the importance to businesss success of the individual's ability to communicate interpersonally both within and outside of the organization. Smeltzer and Gebert's (1986:7) study of the importance of communication for four different professions (business, engineering, physical sciences, and agriculture) concluded that interpersonal communication skills were the top priority for each of them. Additionally, they found that communication is equally important for each profession, but that those in business spend twice as much time in oral communication as they do in written.

Weaver's (1985:2) judgment is that "business and communication are inseparable." He states that "effective communication skills--writing, speaking, reading, and listening--are absolutely essential to effective business." This current emphasis on the importance of both oral

and written communication skills is, according to these studies and these experts, critical to success in the business world.

The research of Curtis et al (1987) suggests that institutions of higher education must provide adequate training in both of these areas if their students are to obtain employment and advance to positions of increasing responsibility. Additionally, adequate training requires that both oral and written communication be taught in individual courses if they are to be adequately taught.

Hayes (1974) pointed out in the mid-1970's the increasing role of community colleges in preparing students for business. Curtis et al (1987:1) point out that "business schools in the seventies and eighties have flourished under relatively massive enrollment increases." According to Hildebrandt (1981), business communication is a "complex art which involves any form of exchanging verbal and graphic information within the structure of an organization and its environment." Evergreen Valley College's response to the demands to teach this complex art through the design of a business communication course makes this practicum appropriate for the Curriculum and Program Planning seminar.

PROCEDURES

1. A curriculum document was developed for this course in business communication to conform to the required curriculum procedures of Evergreen Valley College. The EVC curriculum committee requirements were used as guidelines and are listed in Appendix A. They are consistent

with Tyler's (1949) seminal model that consisted of objectives, activities, organization of the activities, and evaluation.

a. The curriculum committee's format for the course proposal was used to design the course listing general and specific course objectives, methods of instruction, and types of evaluation. The format is included in Appendix B. The format is consistent with the guidelines for curriculum documents suggested by Cook Herrscher, Mizell and Pautler, Jr. (1985) except that they advise inclusion of a philosophical statement, also.

b. A philosophical statement for this course was written using the EVC philosophy as its base. EVC philosophy as stated in the college catalogue is in Appendix C.

2. A hand search and an ERIC search were used to review the literature to determine current content in business communication courses. Additionally, thirteen business communication textbooks published during 1979-85 were evaluated to determine appropriate content for the course as well as six textbooks published during 1986-87.

3. Two expert evaluators were chosen to evaluate the course using the theoretical considerations raised by House (1980:34, 252-254) of: familiarity and experience with the subject area; ability to use their knowledge and experience to relate the parts of the course to the whole in an integrated manner in making their judgments; and high scholarship standards as demonstrated in their professional lives. An additional

criterion was having experience teaching in both the community college and the university. See Appendix D for the evaluators' professional backgrounds.

The questionnaire was constructed following the principles suggested by Babbie (1983:132-135). The statements employed a Likert scale and were clearly written using short items. Double barreled questions, negative items, biased items and terms were not used. Relevant questions were chosen and logically ordered. The questionnaire was spread out and uncluttered and the instructions were clear. The questionnaire is in Appendix E.

Dr. Sharon Chase and Dr. Howard Sherer were asked to evaluate the appropriateness of the broad course objectives, specific course objectives, content, and types of evaluation for a community college transfer course in business communication. Additionally, they were asked to offer suggestions for strengthening each of these areas. The business communication course outline they were asked to evaluate is in Appendix F.

Limitations

While this study should prove to result in an important and useful business communication course for EVC, its specific focus may inhibit its ability to meet the oral communication requirement of the General Education Certification List.

The examination of business communication course content was limited to the courses reported in the literature and the textbooks available to this researcher.

Assumptions

It was assumed that enough textbooks were examined to provide a valid assessment of the content currently included in business communication courses. Kerlinger (1966:458) stated that "Content validation consists essentially in judgment. Alone or with others, one judges the representativeness of the items." The content for this course was judged by the researcher and confirmed by the expert evaluators chosen and is, therefore, assumed to be valid.

It was assumed that the evaluators provided expert validation of the adequacy of the business communication course designed in this project. House (1980:255) stated that "each approach to evaluation claims validity in its own way, but employing a particular approach does not guarantee validity." His position is that "the closer the evaluation situation matches the assumptions of a particular approach, the more likely the evaluation will be valid." It is assumed that this evaluation situation did match the assumptions of this approach.

RESULTS

The philosophy for this course in business communication was written to be consistent with Evergreen Valley College philosophy. It is:

> This course in business communication will endeavor to educate students in a manner that will enable them to develop their unique capacities to use effective oral communication skills in business. It will endeavor to

> develop their leadership abilities, respond to their differences, and assist them in meeting their goals. The instructional methods used to achieve this will utilize traditional and non-traditional approaches.

Objectives, content, and methods of instructions were chosen and designed to be consistent with this philosophy. The literature review and textbook review guided the design of the curriculum document for this course in business communication using this philosophical base.

The literature review revealed progression towards increasing emphasis on oral communication in communication courses in preparing business students. Surveys conducted in 1974-1976 (Persing et al) indicated that students were recommending that more of the time in business communication courses be allotted to oral communication skills. They were also suggesting that the teaching methods used in their classrooms be more interactive with less lecturing and more small-group discussions and student presentations.

This emphasis on oral communication has continued to increase. Klopf and Cambra (1981) in discussing the basic speech course at the University of Hawaii pointed out the increasing importance of person-to-person, small group communication and public speaking for those working in American business. Harris (1983:16) suggested that greater attention to understanding motivation and improving the ability to give useful feedback and to use active listening techniques are needed in business communication courses.

This trend is reflected in the business communication textbooks published in the 1980's. Thirteen of the texts published in 1979-1985 were

examined for their oral communication content. While there is variance among them as reflected in Table 1, there is also commonality. The major topics are: barriers, business communication theory, communication processes and principles, communication as a management function, conducting meetings, conflict management, decision making/problem solving, interviewing, interpersonal communication, language, listening, nonverbal communication, oral reports, organizational communication, parliamentary procedure, persuasive presentations, planning and running conferences, small group communication, telephone communication, and visual and graphic communication. This commonality and breadth of content has continued into 1986-87 and is reflected in the six textbooks analyzed for this time period. (See Table 2.)

Table 1

Content of Business Communication Texts: 1979-1985

Texts	Barriers	Business Comm. Theory	Communications Processes & Principles	Communication as a Management Function	Conducting Meetings	Conflict Management	Decision Making-Problem Solving	Interviewing	Intrapersonal Communication	Interpersonal Communication	Language
Applbaum & Anatol (1982)	X	X	X				X	X			
Capps, Dodd, & Winn (1981)		X	X		X	X		X		X	
Frank & Ray (1979)	X	X	X								X
Hamilton, Parker & Smith (1982)	X	X	X	X			X	X		X	
Heim (1981)		X	X		X			X		X	X
Hugenberg & Todor (1985)		X	X					X			
Eschler, Anatol & Applbaum (1981)		X		X		X	X				
Myers & Myers (1982)	X	X	X	X		X		X			
Swindle (1980)	X	X						X			
Tacey (1983)	X	X	X		X		X	X		X	
Thrash, Shelby & Tarver (1984)	X	X	X		X			X		X	X
VanOosting (1985)											
Weaver (1983)	X	X	X		X	X	X	X		X	X

Table 1 (cont.)

Content of Business Communication Texts 1979-85

Texts	Listening	Nonverbal Communication	Oral Reports	Organizational Communications	Parliamentary Procedure	Persuasive Presentations	Planning & Running Conferences	Small Group Communication	Telephone Communications	Visual & Graphic Communication
Applbaum & Anatol (1982)	X	X	X		X			X		X
Capps, Dodd, & Winn (1981)	X		X			X	X	X	X	
Frank & Ray (1979)	X	X	X			X		X		X
Hamilton, Parker & Smith (1982)		X	X			X		X		X
Heim (1981)	X		X			X	X			
Hugenberg & Todor (1985)			X	X		X		X		
Eschler, Anatol & Applbaum (1981)								X		
Myers & Myers (1982)			X	X		X		X		
Swindle (1980)		X	X			X			X	X
Tacey (1983)	X		X		X	X		X		
Thrash, Shelby & Tarver (1984)	X	X	X			X		X		X
VanOosting (1985)		X	X			X				X
Weaver (1983)	X	X	X			X	X	X		X

Table 2

Content of Business Communication Texts 1986-87

Texts	Barriers	Business Comm. Theory	Communications Processes & Principles	Communications as a Management Function	Conducting Meetings	Conflict Management	Decision Making-Problem Solving	Interviewing	Intrapersonal Communication	Interpersonal Communication	Language
Abrams (1986)	X		X				X	X		X	X
Adler (1986)		X	X	X	X	X	X	X	X	X	X
Andrews & Baird, Jr. (1986)	X	X	X	X	X	X	X	X		X	X
Berko, Wolvin & Curtis (1986)		X	X	X		X	X	X	X	X	X
Casagrande & Casagrande (1986)	X	X	X			X	X	X	X		X
Kohut & Baxter (1987)	X	X	X					X			X

Table 2 (cont.)

Content of Business Communication Texts 1986-87

Texts	Listening	Nonverbal Communication	Oral Reports	Organizational Communication	Parliamentary Procedure	Persuasive Presentations	Planning & Running Conferences	Small Group Communication	Telephone Communication	Visual & Graphic Communication
Abrams (1986)	X	X	X			X		X	X	
Adler (1986)	X	X	X	X		X		X		X
Andrews & Baird, Jr. (1986)	X		X	X	X	X		X		X
Berko, Wolvin & Curtis (1986)	X	X	X			X		X	X	X
Casagrande & Casagrande (1986)	X	X	X	X	X	X		X		X
Kohut & Baxter (1987)		X	X			X		X		X

The major differences between the two groups of texts are that three of the 1979-85 texts included planning and running conferences, whereas none of the 1986-87 texts included this topic, and that three of the texts in the 1986-87 group added sections on intrapersonal communication a topic not present in any of the earlier texts examined. See Appendix G for the References lists of these textbooks.

The content of the textbooks suggested also the objectives that should be achieved by students as did the literature. Mayer (1981:4) suggested that business course objectives should result in students being able to: 1) make impromptu and extemporaneous presentations on business topics with effective presentation design and delivery technique; 2) select appropriate audio-visual support and use them correctly; and, 3) use the related oral business skills of interviewing, conference planning, and conference management in an effective manner. Hildebrandt (1981:109) in reviewing questionnaire responses from 537 deans of the business schools that were members of the American Assembly of Collegiate Schools of Business) concluded that "Underlying most syllabi is the idea that communication is complex, involving senders, receivers, channels, and organizational points." Therefore, the business communication course should enable students to:

> become familiar with current communication theory; develop a problem-solving approach to communication practice; and develop knowledge of and skills relating to the use of channels of business communication, particularly the traditional media: letters, reports, and memoranda. To supplement this the teacher proposes that both written and oral forms of communication will be stressed, including interviewing, small group leadership, and oral reporting skills. Finally, emphasis will also be placed on developing research skills using business-related library resources.

These skills, integrated with the basic oral skills suggested by the program standards for business education and instructional standards for information processing report of the U.S. Department of Education, Office of Vocational and Adult Education (1985:102-104) formed the basis for the general and specific objectives for this course. The program standards included development of skills in effective telephone techniques, researching, developing, and organizing a presentation, effective dictation techniques, participating in group discussions and meetings, correct enunication and pronunciation, listening skills for machine transcription, taking dictation, telecommuncating, comprehending directions, participating in presentations and discussions, and following directions and giving clear directions and explanations. The general and specific objectives for this course are listed in the course outline in Appendix F and were formulated to be consistent with the course's philosophy.

The expert evaluators generally concurred in their favorable evaluation of the course. Their ratings of the course outline is summarized in Table 3. Their suggestions were that interviewing skills, conducting meetings, resume and letter writing, and parliamentary procedure would broaden the course content and that peer evaluations should be added to the evaluation procedures. Their evaluations are included in Appendix H.

Table 3

Expert Evaluators Reponses to Questionnaire Items
Evaluating Business Communication Course

Scale*	Expert Responses #1	#2	Item
SA A U D SD	SA	SA	1. The broad course objectives listed are appropriate for a community college transfer course in business communication.
SA A U D SD	SA	SA	2. The specific course objectives listed are appropriate for a community college transfer course in business communication.
SA A U D SD	SA	A	3. The content listed is reflective of the aspects of business communication which should be included in a community college transfer course in business communication.
SA A U D SD	SA	SA	4. The methods of instruction indicated are appropriate for a community college transfer course in business communication.
SA A U D SD	SA	A	5. The types of evaluation chosen are appropriate for a community college transfer course in business communication.

*SA strongly agree; A agree; U undecided; D Disagree; SD strongly disagree.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Discussion

This study resulted in the design of a business communication course in conformance with Evergreen Valley College curriculum requirements. It was judged by expert evaluators to be well-designed and substantive enough for transfer to colleges and universities.

The need for a specific course in oral communication skills for the office administration major at EVC and for business majors was met through the development of this course. The objectives, content, and methods of instruction and evaluation for the course were derived from the business communication literature and textbooks. The course philosophy was written to comply with Evergreen Valley College philosophy and the objectives, content, and methods of instruction and evaluation were created to be consistent with this philosophy.

Implications for Evergreen Valley College

Evergreen Valley College was assisted in its efforts to provide students with a relevant course to help increase their effectiveness in the business environment through improved oral communication performance. The course content was carefully synchronized with current practice in the field to assure its relevancy. The college has therefore been assisted in its attempts to revise and update the curriculum of the office adminstration major.

Recommendations

Based on the results of this study, it is recommended that:

1. Regular evaluation be conducted of both the content of this course and the amount of time devoted to it. Awareness of the trend of the increasing need for effective oral communication skills in the business environment does not appear to be decreasing. Business leaders' evaluations of specific oral communication needs for business has reflected changes in the last ten years as reflected in the literature review. Two areas receiving attention, but not yet included in business communication texts are intercultural communication and the effect of gender on business .communication.

The growing importance of intercultural communication for business may be a component to be considered for future inclusion in this course. Bunyi (1987:2) points out that in "No other age than the present is there an increasing need for cross-cultural competencies in all levels of business - organizational functioning."

An additional content area that may be important to include in the future is the effect of gender on business communication. Fish (1984:7) suggests that for women in business, it may be important for women to have some of their training separate from men if women are to rid themselves of the traditional constraints that Butler (1976:211) indicates are present for

women: the fear of success, the reluctance to exercise legitimate authority, and the tendency toward self-minimization.

Incorporation of new content areas is critical if relevancy is to be maintained and these are two variables that should be considered for future inclusion.

2. Consideration be given to a more extensive course than the one produced by this study either with increased units or the offering of an additional course. If adequate time were devoted to each area suggested in the literature and from the expert evaluators, this would be required.

3. The suggestions of the expert evaluators regarding course content (interviewing, conducting meetings, and parliamentary procedure) and peer evaluations be incorporated into this course as time allows. While resume and letter writing would be useful skills, it is recommended that they be taught in the written communication course.

4. This course be considered as broad enough in its application of oral communication skills to sufficiently meet the oral communication requirement of the General Education Certification List.

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Hildebrandt, Herbert W. "The Teaching of Business Communication in the U. S." International Business Communication: Theory, Practice, Teaching Throughout the World. Ann Arbor, Mich.: University of Michigan, 1981.

House, Ernest R. Evaluating With Validity. Beverly Hills: Sage, 1980.

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Klopf, Donald W., and Ronald E. Cambra. "The Basic Speech Course: University of Hawaii Style." Paper presented at the Meeting of the Communication Association of the Pacific--America Conference , Honolulu, Hawaii, July, 1981, 1-16.

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Mayer, Kenneth. "Developing and Teaching the Specialized Oral Business Communication Course." Paper presented at the Annual Meeting of the American Business Communication Association, Oct. 14-17, 1981.

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Peters, Thomas J., and Robert H. Waterman, Jr. In Search of Excellence: Lessons from America's Best-Run Companies. New York: Harper & Row, 1982.

Rader, Martha H., and Alan P. Wunsch. "A Survey of Communication Practices of Business School Graduates by Job Category and Undergraduate Major." Journal of Business Communication. 17, Summer, 1980, 1-10.

Reichelderfer, Nancy, and Jon Alan Kangas. "Fall 1986 Student Profile Evergreen Valley College." Counseling and Testing Services Research Report No. 62. San Jose, California: Evergreen Valley College, 1986.

Smeltzer, Larry R., and Kaylene A. Gebert. "How Business Communication Needs Differ Among Professions." The Bulletin of the Association for Business Communication. XLIX (3), September, 1986, 4-7.

Tyler, R. W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago, 1949.

Weaver II, Richard L. Understanding Business Communication. Englewood Cliffs, New Jersey: Prentice-Hall, 1985.

APPENDIXES

APPENDIX A

OPERATING INSTRUCTIONS FOR SUBMITTING COURSE PROPOSAL/CHANGES TO ALL COLLEGE CURRICULUM COMMITTEE

OPERATING INSTRUCTIONS FOR SUBMITTING
COURSE PROPOSALS/CHANGES TO ALL COLLEGE CURRICULUM COMMITTEE

Activities to be completed prior to meeting

1. Center Curriculum Committee Chairperson submits proposal/change to respective Provost for review.

2. Center Curriculum Comm. (CCC) submits proposal to Roble Provost/Curriculum Committee Chairperson not later than, 10 days prior to ACCC meeting. (all proposals must be on Word Processing).

3. Provost reviews for content and forwards to Roble Administrative Assistant to review for correct format, 8 days before meeting. Roble Administrative Assistant assigns Curriculum Code #.

4. Roble Administrative Assistant forwards to Curriculum Committee Secretary, 7 days prior to meeting for inclusion in agenda.

5. Roble Administrative Assistant reviews agenda with Curriculum Committee Secretary and ACCC Chairperson one week prior to meeting.

6. Curriculum Committee Secretary prepares agenda, copies proposals and related information. This is forwarded to ACCC members 5 days prior to scheduled meeting. At the same time, a ditto agenda is distributed to all faculty.
7. Any deviations from timeline need written approval of Provost.

Activities to be completed after ACCC action

1. Curriculum Committee Secretary forwards one copy of approved minutes to Center Coordinators, Faculty Council and Administrative Staff. Copy of minutes and proposals (where appropriate) are also forwarded to the SJCC Office of Instruction.

2. Presentors will be notified, within one week of the ACCC meeting, of the status of proposals/changes which were submitted to the committee.

3. Curriculum Committee Secretary/Roble Administrative Assistant work together and forward any proposals to Dr. Strelitz which need Board approvals. These must be sent in correct format for Board agenda and include:
   a. New Course Proposals
   b. Course changes of contact hours and major course content
   c. Degrees and Certificates

4. Roble Administrative Assistant updates catalog/curriculum files.

5. Counseling Assistant (Mary Kuhn) updates
   a. Credit by Exam List
   b. Baccalaureate List
   c. General Education List
   d. Certification for General Education List

6. Following ACCC approval, Provost forwards Program Changes, Degrees, and new courses to Chancellor's Office in Sacramento, where appropriate.

6235W(11/8/84)0127B

APPENDIX B

CURRICULUM COMMITTEE'S FORMAT FOR NEW COURSE PROPOSALS

CURRICULUM LOG #_____
(Assigned by Provost's Office
DISCIPLINE & COURSE # Business
TITLE Business Communication

EVERGREEN VALLEY COLLEGE

Date/Initials

NEW CREDIT COURSE PROPOSAL SHEET

_____ Center Coordinator (Center Curriculum Committee)

_____ Articulation with SJCC (by Center Coordinator)

_____ Received in Roble Provost Office (review by Provost)

_____ Administrative Assistant, Roble (review for format & log)

_____ ACCC Agenda Date

_____ ACCC Action

_____ President's Approval

_____ Board Agenda Date

_____ Board Action

_____ Copies to SJCC, Dean of Instruction (where appropriate)

NOTE: This sheet must be attached to all new Course Proposals. All new courses must be submitted to the Board for approval.

AW:6195W/p1(Rev: 1/11/85)0009f

CLASS SIZE 30 RECOMMENDED ROOM (if any) C 202

FACULTY LOADING 20 %

III. COURSE OBJECTIVES

A. Broad Objectives

1. To understand the theories of communication in order to gain insights and skills in order ~~to be able~~ to function effectively in the world of business

2. To understand the dynamic, all-encompassing role of communication in the organization.

3. To understand how business and professional organizations are complex communication systems.

4. To be able to identify the key variables and purposes of dyadic, small group, and public organizational communication.

B. Specific Objectives

1. To acquire basic skills in business communication which include effective participation in group discussion and the presentation of ideas to others.

2. To be able to use the basic principles of conflict resolution.

3. To understand the relationship among power, influence, and authority.

IV. COURSE CONTENT

A. The business and professional context.
B. The organizational message.
   1. Content and form.
   2. Communication networks.
C. The organizational communicator.
   1. Managerial assumptions.
   2. Personality variables.
   3. Interaction variables.
   4. Leadership effectiveness
D. The organizational environment.
   1. Small group communication.
   2. Decision making.
   3. Conflict resolution.

V. METHODS OF INSTRUCTION

Lecture
Discussion
Simulations
Small Group Activities
Individual/Small Group Projects
Case Studies
Public Speaking Activities
Analysis Papers Film/Videotape

VI. TYPES OF EVALUATION

Written Examinations
Analytical Papers
Analysis of Student's Oral Participation

EVERGREEN VALLEY COLLEGE

COURSE PROPOSAL #_____
(Administratively Assigned)

NEW CREDIT COURSE PROPOSAL
INSTRUCTIONS FOR PREPARATION

Proposals must include briefly the items listed below and be submitted to the Provost (after approval of Center Curriculum Committee) for placement on the agenda of the EVC All-College Curriculum Committee.

I. TO BE COMPLETED BY INSTRUCTOR OR CENTER COORINATOR

1. Tanya Johnson (Proposed by) | Roble 1 (Center) | Feb 8, 1985 (Date)

2. Course Description: All information must be included in catalog format with the description written in complete sentences, phrased for student learning.

A. Business (Discipline) | _____ (Course No.) | Business Communication (Title) | 3.0 (Units)

B. Grading: Letter Grade Only -L- (X)
Optional Credit/No Credit -O- ( )
Mandatory Credit/No Credit -K- ( )

C. Contact Hours Per Week: 3.0 (Theory) ; _____ (Lab or Activity) : _____ (By Arrangement)

D. Prerequisites: Eligibility for English 92

E. Catalog description (include such information as: satisfies State Board licensing, potential audience to which course is directed, field trips, fees and costs, etc.)

Students will explore the basic elements of the communication process in order to become effective oral communicators in the business environment.

Course Proposal #_____

3. Reason for Proposing: Include need and method of determining need, basis of recommendation of advisory committee or other group, program gap to be filled, acceptance of the course elsewhere. Indicate student interest.

There is a need for office administration majors to study communication as it directly relates to the business setting.

4. Identify program for which this course is proposed. Office Administration Major/ All Business Courses.

A. Program Goals (mark all applicable boxes)

(X) AA or AS Degree	(X) Certif. (Units Req.)
( ) Occ. Employment	( ) Skill Upgrading
( ) Entry Skill Training	( ) License Preparation
( ) Eligible for Independent studies category	( ) Special Education
( ) Eligible for Credit by Exam	( ) Other (explain)

5. Is Course Recommended for:

A. Baccalaureate Level Transfer: yes (X) no ( )

B. Certification of General Education Transfer List (CSUC):**
yes (X) no ( ) If yes, note all areas that apply
AREAS: ~~A1~~ _____ _____ (See EVC catalog for definition of areas)

C. Associate in Arts Degree Objectives:

( ) Natural Science	( ) Humanities	( ) Social Science
( ) Learning Skills	( ) Ethnic Studies	(X) Major, Elective, Other
( ) Physical Education		
( ) Health		

Course Proposal #_____

6. District Application:

A. What related courses or programs, if any, already exist on either campus? Describe discipline EVC/SJCC articulation efforts.

SJCC does teach oral communication and small group communication which include skills needed in business settings, but they do not have a course which specifically focuses on communication in the business environment.

B. Will this course replace one now in the catalog? If so, please identify and explain.

Yes. This course will replace Business 135, Business Human Relations.

7. Instructional Metodology (check appropriate areas:

(X) 10-Lecture	( )50- Individualized Inst.		
( ) 20-Laboratory	( )51- TV	( )60- Field Experience	
( ) 30-Lecture/Lab	( )50- Independent Study	( )99- Other (explain)	
( ) 40-Work Experience			

8. List and describe extraordinary costs (e.g. equipment, aides, room modification, etc.) None.

9. Recommended number of students to be scheduled in the course: (check with immediate supervisor)

Lecture/Theory 30 Lab/Activity _____

10. Recommended faculty teaching load: 20 %

11. Attachments:

A. Course Outline: (developed on standard course outline format for permanent filing. Must be attached to all proposals.))

B. Curriculum Pattern: (If proposal alters an existing curriculum or adds a new curriculum, attach the proposal plan.

EVERGREEN VALLEY COLLEGE

COURSE OUTLINE - CREDIT COURSE

Business	Business Communication	Tanya Johnson	2/8/85
DISCIPLINE, COURSE NUMBER	TITLE	PREPARED BY	DATE

I. CATALOG INFORMATION

UNIT 3.0 HOURS THEORY 3.0 HOURS LAB _____

HOURS (OTHER) _____

PREREQUISITES: Eligibility for English 92

GRADING Letter Grade **CREDIT BY EXAM:** YES (X) NO ( )

DESCRIPTION: (Use complete sentences)

Students will explore the basic elements of the communication process in order to become effective oral communicators in the business environment.

AW:6195W/p5(Rev: 1/11/85)0009f

APPENDIX C

EVERGREEN VALLEY COLLEGE PHILOSOPHY

EVERGREEN VALLEY COLLEGE PHILOSOPHY*

Evergreen Valley College, built by the community, endeavors to translate the instructional needs of that community into educational experiences which are available to all. It encourages students to develop their unique capacities as individuals in personal, academic, social, and occupational endeavors.

Evergreen Valley College endeavors to provide dynamic and flexible educational leadership to meet the needs of a rapidly changing urban-technological society.

Evergreen Valley College provides educational services to meet the needs of a diverse population which has a wide spectrum of life styles, ethnic backgrounds, needs, experiences, interests, abilities, and goals.

Evergreen Valley College provides a flexible, varied educational environment of traditional and non-traditional learning activities. It encourages innovation, experimentation, and on-going evaluation to enhance student learning.

PHILOSOPHY OF GENERAL EDUCATION**

General Education is designed to introduce students to the variety of means through which people comprehend the modern world. Course work is drawn from principles, concepts, and methodologies of academic disciplines, allowing students to evaluate both the unique and common qualities of those disciplines. The primary intent is (1) to provide the acquisition and use of knowledge necessary for life and (2) to broaden students' views of self, society and the world.

General Education is derived from a set of shared values and cultural commonalities which result in specific communication, reasoning and problem solving skills. It promotes an understanding of the role of the citizen from the local to the global level and encourages the adoption of a broad perspective of the past, present and future.

Courses in General Education should:

1. Be general and introductory in nature and present a broad overview of the subject.

2. Provide opportunities for students to develop communication skills in reading, writing, speaking, visualizing and listening in order to reinforce the ability to communicate ideas effectively.

3. Emphasize the acquisition of analytic, computational and creative skills, critical appreciation and the interpretation of ideas.

4. Deal with the distinctive contributions that each field of knowledge makes to the fundamental relationship of the individual to society.

5. Provide opportunities for students to make significant discoveries for themselves and to participate in problem solving activities.

6. Provide students with ways of testing, examining and comparing ideas, demonstrating relationships among disciplines.

7. Foster cultural awareness and prepare students to cope with cultural change in a technological society.

8. Offer opportunities for self-examination and self-criticism.

9. Foster lifelong learning.

Source: *Evergreen Valley College Catalogue 1985-1987, p. 10.
**Evergreen Valley College Catalogue 1985-1987, p. 11.

APPENDIX D

EXPERT EVALUATORS' BACKGROUNDS

SHARON KEECH CHASE

ADDRESS

408 Los Gatos Almaden Road
Los Gatos, CA 95030
408/377-6798

EDUCATION

Ph.D., June, 1979, University of Denver in Communications. Emphasis in interpersonal and small group communication, public speaking, and communication theory. Received scholarship. Secretary of Graduate Student Association.

M.A., August, 1976, University of South Florida at Tampa in general Speech Communication. Awarded graduate teaching assistantship.

B.A., June, 1975, Loyola University of Chicago. Major: Theater, secondary concentration in Speech and English. Received 1975 Loyola Interpreters Theater Award. Disc jockey on college radio station.

SUMMARY OF EXPERIENCE

Instructed the following courses since 1980:

* Business Communication
* Career Communication
* Communication Theory
* Creative Writing
* Fundamentals of Speech
* Interpersonal Communication
* Public Speaking
* Semantics
* Small Group Discussion
* Speech Improvement

These courses were taught at:

* Cabrillo College
* De Anza College
* Evergreen Valley College
* Mission College
* San Jose State University
* Santa Clara University
* West Valley College

Proficient in teaching techniques--variety, perception and responsiveness to class dynamics, vitality and enthusiasm in subject matter, and effective delivery style.

Other employment:

8/83 to 8/84 ComputerLand, Santa Clara, CA. Inside Retail Sales Representative. Assessed customers' needs and made personal computer/software recommendations. Sold many different product lines such as: IBM, Compaq, Apple, Digital, etc.

1/83 to 8/83 Texas Instruments, Inc., Santa Clara, CA. Product Support Representative. Trained retail sales personnel how to sell and market the 99/4A Home Computer. Coordinated and compiled training manual and slide show for PSR presentations. Wrote communication articles for Company publications.

10/79 to 7/80 Tomco Communications, Inc., Sunnyvale, CA. Administrator. Main responsibilities: customer service, billing, accounts payable, processing orders, general office management.

ACHIEVEMENTS Volunteer for Mental Health Association of Santa Clara County. Assisted emotionally handicapped people with speech defects. Trained mental health workers in interpersonal communication. Received awards for outstanding service.

Volunteer for Santa Clara County Arts Council and Humane Society of Santa Clara Valley.

Activities Advisor at San Jose City College. Participated in all administrative council meetings. Actively assisted in college events. Received 1982 award for outstanding contribution to College.

Elected Faculty Council Representative at Evergreen Valley College. Served three semesters. Assisted in major decisions affecting the College and District such as budget cuts, Affirmative Action policies, etc.

Assisted with Placement Service at Western Speech Communication Association Convention. Participated as a panelist. Spoke about part-time teaching issues. Elected and served as Secretary to the Community College Interest Group in 1982.

MEMBERSHIPS American Association of University Women
American Soceity for Training and Development
Association for Business Communication
International Communication Association
National Association for Female Executives
Speech Communication Association
Western Speech Communication Association

SCHOLARLY WORK

Principles and Types of Speech Communication by Ehninger, Gronbech, McKerrow, and Monroe. Book review for Scott Foresman and Company, September 1985.

"Getting Acquainted Activities for Business Professionals" paper to be presented at National Speech Communication Association Convention in Denver, Colorado on November 9, 1985.

"Assimilating Foreign-Born Employees into Organizations Through Effective Orientation Programs," paper to be presented at the International Communication Association Convention in Chicago, Illinois during May, 1986.

Developing communication training programs for foreign-born business executives which will be the basis for an intercultural business communication book.

HOWARD M. SHERER
2333 Portola Dr. #12
Santa Cruz, CA 95062
(408) 462-1623

EDUCATION

Ph.D from Indiana University, March 1984
Major: Speech Communication
Minor: Business - Administrative and Behavioral Studies
Research Tools: Statistics and Research Methodology

M.A. from the State University of New York, Brockport, July 1978
Major: Communication Education

B.S. from the State University of New York, Brockport, May 1976
Majors: Sociology and Speech Communication

COMPUTER SKILLS

Extensive experience with Statistical Package for the Social Sciences (SPSS) and word processing. Experience with BMD and SAS.

WORK EXPERIENCE

Lecturer - San Jose State University, Department of Communication Studies. January 1985 - present. Offered courses in Organizational Communication, Argumentation/Advocacy, and Small Group Discussion.

Lecturer - Indiana University Northwest, Department of Communication. August 1981 - July 1984.

Director of the Internship Program - Placement, direction and evaluation of student interns in corporate, non-profit and broadcast organizations.

Organizational Communication Program Director - Course planning, student advising and representing the program within the university and community. Number of student majors doubled during this time.

Interpersonal Communication Course Director - Developed the course from two sections per semester to eight section with five instructors.

Courses Taught: Public Speaking, Interpersonal Communication, Speech and Human Behavior, Business and Professional Speaking, Parliamentary Procedure, Discussion and Group Methods, Interpersonal Communication in Business and the Professions, Persuasion, Interviewing, Communication as a Behavioral Science, Organizational Communication, Professional Practices in Organizational Communication.

Associate Instructor - Indiana University, Speech Communication Department. August 1978 - May 1981. Taught courses while in graduate school.

Salesperson - Sherer Jewelry, May 1973 - August 1978. Operated retail/wholesale company. Designed and manufactured majority of products. Trained salespeople as company expanded. Initiated wholesale distribution in New York, Vermont, Colorado, and New Zealand.

Internship - Admissions Office, State University of New York, Brockport. January 1975 - December 1975. Recruiting, interviewing and selection of applicants.

CONSULTATIONS AND TRAINING PROGRAMS

Public Information Specialist: Design and implement public information campaign for Santa Cruz County Planning Commission. January 1985 - Present

Leadership training program: Governor's Conference on Small Business. May 1984

Training program on word processing using MUSE on the Prime 750. April 1984

Statistical Consultant: data collection, analysis and interpretation. Use of discriminate analysis, correlation and analysis of variance. October 1983 - March 1984

Statistical Consultant: Interpretation of selection criteria, using multiple regression. November 1983 - January 1984

Consultation and training program for managers, including: decision making, communication and management techniques. July 1983

Presentation on employment interviewing. October 1982

Televised workshop on communication skills. October 1982

Trained selection representatives in the skills of interviewing and recruitment. April 1982

Trained teacher aids in skills related to communication on the job. October 1981 - December 1981

APPENDIX E

QUESTIONNAIRE FOR EXPERT EVALUATION OF BUSINESS COMMUNICATION COURSE

April 10, 1986

Dear Dr. Scherer:

Thank you for agreeing to give expert feedback about the Business Communication course designed for Evergreen Valley College. Please evaluate the enclosed course outline using the criteria listed below. Circle the letters on the left that reflect your judgment of each aspect of the course. (SA strongly agree, A agree, U undecided, D Disagree, SD strongly disagree)

SA A U D SD 1. The broad course objectives listed are appropriate for a community college transfer course in business communication.

SA A U D SD 2. The specific course objectives listed are appropriate for a community college transfer course in business communication.

SA A U D SD 3. The content listed is reflective of the aspects of business communication which should be included in a community college transfer course in business communication.

SA A U D SD 4. The methods of instruction indicated are appropriate for a community college transfer course in business communication.

SA A U D SD 5. The types of evaluation chosen are appropriate for a community college transfer course in business communication.

Please list below any suggestions you may have for strengthening the design of this course:

Broad Objectives:

Specific Objectives:

Course Content:

Methods of Instruction:

Types of Evaluation:

Sincerely,

Tanya Johnson

APPENDIX F

BUSINESS COMMUNICATON COURSE OUTLINE

EVERGREEN VALLEY COLLEGE

Course Outline

Tanya Johnson	November 8, 1985	Business 35
Prepared by	Date	Discipline and Course No.

I. Bulletin Description

Business 35 - Business Communication (3) Fall, Spring, Intersessio
Three hours theory
Students will explore the basic elements of the communication process in order to become effective oral communicators in the business environment.

II. Course Objectives

A. Broad Objectives

1. To understand the theories of communication in order to gain insights and skills to enable effective functioning in the business environment.
2. To understand the dynamic, all-encompassing role of communication in the business environment.
3. To understand how business and professional organizations are complex communication systems.
4. To be able to understand the purposes and key variables of dyadic, small group and public business communication.

B. Specific Objectives

1. To acquire basic skills in business communication which include effective participation in group discussion and the presentation of ideas to others.
2. To understand group decision making in order to manage the group process more effectively.
3. To understand how effective leadership is dependent on the contingencies facing the leader.
4. To understand the concept of businesses as networks in which structure and roles affect dissemination of information.
5. To understand the ways information is transmitted including verbal communication, nonverbal communication, and the assumptions underlying information transmission.
6. To understand creative problem solving and how to generate alternatives.
7. To be able to use the principles of conflict resolution.

III. Content

A. The business and professional context.
   1. Communication and the system.
   2. Communication process and principles.

B. The business communicator.
   1. Personality variables.
   2. Interaction variables
   3. Leadership effectiveness

C. Aspects of business communication
   1. Listening
   2. Language/oral communication
   3. Nonverbal communication
   4. Barriers in business communication
   5. Conflict management
   6. Networks
   7. Decision making

D. Business presentational skills
   1. Oral reports
   2. Persuasive presentations
   3. Small group discussion

IV. Methods of Instruction

A. Lecture
B. Discussion
C. Simulations
D. Small Group Activities
E. Individual/Small Group Projects
F. Case Studies
G. Public Speaking Activities
H. Analysis papers
I. Film/Videotape

V. Types of Evaluation

A. Written Examinations
B. Written Assignments
C. Analysis of Student's Oral Participation

APPENDIX G

REFERENCES FOR BUSINESS COMMUNICATION TEXTBOOKS EXAMINED FOR COURSE CONTENT

TEXTBOOK REFERENCES: 1979-1985

Applbaum, Ronald L., and Karl W. E. Anatol. Effective Oral Communication for Business and the Professions. Chicago: Science Research Associates, 1982.

Capps, Randall, Carley H. Dodd, and Larry James Winn. Communication for the Business and Professional Speaker. New York: Macmillan, 1981.

Frank, Ted, and David Ray. Basic Business and Professional Speech Communication. Englewood Cliffs, New Jersey: Prentice-Hall, 1979.

Hamilton, Cheryl, Cordell Parker, and Doyle D. Smith. Communicating for Results: A Guide for Business and the Professions. Belmont, Ca.: Wadsworth, 1982.

Holm, James N. Productive Speaking for Business and the Professions. Boston: American Press, 1981.

Hugenberg, Lawrence W., and Donald D. Yoder. Speaking in the Modern Organization: Skills and Strategies. Glenview, Ill.: Scott, Foresman, 1985.

Koehler, Jerry W., Karl W. E. Anatol, and Ronald L. Applbaum. Organizational Communication: Behavioral Perspectives. 2nd ed. New York: Holt, Rinehart, and Winston, 1981.

Myers, Michele Tolela and Gail E. Myers. Managing by Communication: An Organizational Approach. New York: McGraw-Hill, 1982.

Swindle, Robert E. The Business Communicator. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.

Tacey, William S. Business and Professional Speaking. 4th ed. Dubuque, Iowa: Wm C. Brown, 1983.

Thrash, Artie Adams, Annette N. Shelby, and Jerry L. Tarver. Speaking Up Successfully: Communication in Business and the Professions. New York: Holt, Rinehart, & Winston, 1984.

VanOosting, James. The Business Speech: Speaker, Audience, and Text. Englewood Cliffs, New Jersey: Prentice-Hall, 1985.

Weaver II, Richard L. Understanding Business Communiation. Englewood Cliffs, New Jersey: Prentice-Hall, 1985.

TEXT REFERENCES: 1986-1987

Abrams, Kathleen S. Communication at Work. Englewood Cliffs, New Jersey: Prentice-Hall, 1986.

Adler, Ronald B. Communicating at Work: Principles and Practices for Business and the Professions. 2nd ed. New York: Random House, 1986.

Andrews, Patricia Hayes, and John E. Baird, Jr. Communication for Business and the Professions. 3d ed. Dubuque, Iowa: Wm C. Brown, 1986.

Berko, Roy M., Andrew D. Wolvin, and Ray Curtis. This Business of Communicating. 3d ed. Dubuque: Wm. C. Brown, 1986.

Casagrande, Diane O., and Roger D. Casagrande. Oral Communication in Technical Professions and Business. Belmont, Ca: Wadsworth, 1986.

Kohut, Gary F., and Carol McFarland Baxter. Business Communication: A Functional Perspective. Columbus: Merrill, 1987.

APPENDIX H

EXPERT EVALUATIONS OF BUSINESS COMMUNICATION COURSE OUTLINE

April 10, 1986

Dear Dr. Scherer:

Thank you for agreeing to give expert feedback about the Business Communication course designed for Evergreen Valley College. Please evaluate the enclosed course outline using the criteria listed below. Circle the letters on the left that reflect your judgment of each aspect of the course. (SA strongly agree, A agree, U undecided, D Disagree, SD strongly disagree)

(SA) A U D SD 1. The broad course objectives listed are appropriate for a community college transfer course in business communication.

(SA) A U D SD 2. The specific course objectives listed are appropriate for a community college transfer course in business communication.

(SA) A U D SD 3. The content listed is reflective of the aspects of business communication which should be included in a community college transfer course in business communication.

(SA) A U D SD 4. The methods of instruction indicated are appropriate for a community college transfer course in business communication.

(SA) A U D SD 5. The types of evaluation chosen are appropriate for a community college transfer course in business communication.

Please list below any suggestions you may have for strengthening the design of this course:

Broad Objectives:

Specific Objectives:

Course Content:

Methods of Instruction:

Types of Evaluation:

I think the course does a good job of covering the types of skills and material students most expect and are often taught in a Business Communication course. I like the conflict topic which is not always ~~many~~ included. You might want to consider resume, letter & interviewing, also parliamentary procedure which are sometimes covered in these courses.

Sincerely,

Tanya Johnson

Tanya Johnson

April 10, 1986

Dear Dr. Chase:

Thank you for agreeing to give expert feedback about the Business Communication course designed for Evergreen Valley College. Please evaluate the enclosed course outline using the criteria listed below. Circle the letters on the left that reflect your judgment of each aspect of the course. (SA strongly agree, A agree, U undecided, D Disagree, SD strongly disagree)

(SA) A U D SD 1. The broad course objectives listed are appropriate for a community college transfer course in business communication.

(SA) A U D SD 2. The specific course objectives listed are appropriate for a community college transfer course in business communication.

SA (A) U D SD 3. The content listed is reflective of the aspects of business communication which should be included in a community college transfer course in business communication.

(SA) A U D SD 4. The methods of instruction indicated are appropriate for a community college transfer course in business communication.

SA (A) U D SD 5. The types of evaluation chosen are appropriate for a community college transfer course in business communication.

Please list below any suggestions you may have for strengthening the design of this course:

Broad Objectives: Clear

Specific Objectives: practical + precise

Course Content: Possibly include interviewing skills + conducting meetings

Methods of Instruction:

very thorough

Types of Evaluation: add peer evaluations

Sincerely,

Tanya Johnson

Tanya Johnson

ERIC Clearinghouse for Junior Colleges JUN 10 1988